



## BETHEL-HANBERRY ELEMENTARY

125 Boney Road  
Blythewood, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	628 Students	
<b>Principal</b>	Mr. Jeff Williams	803-691-6880
<b>Superintendent</b>	Katie Brochu, Ed.D.	803-787-1910
<b>Board Chair</b>	Stephanie Burgess, Ph.D.	803-530-9899

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Average
2007	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

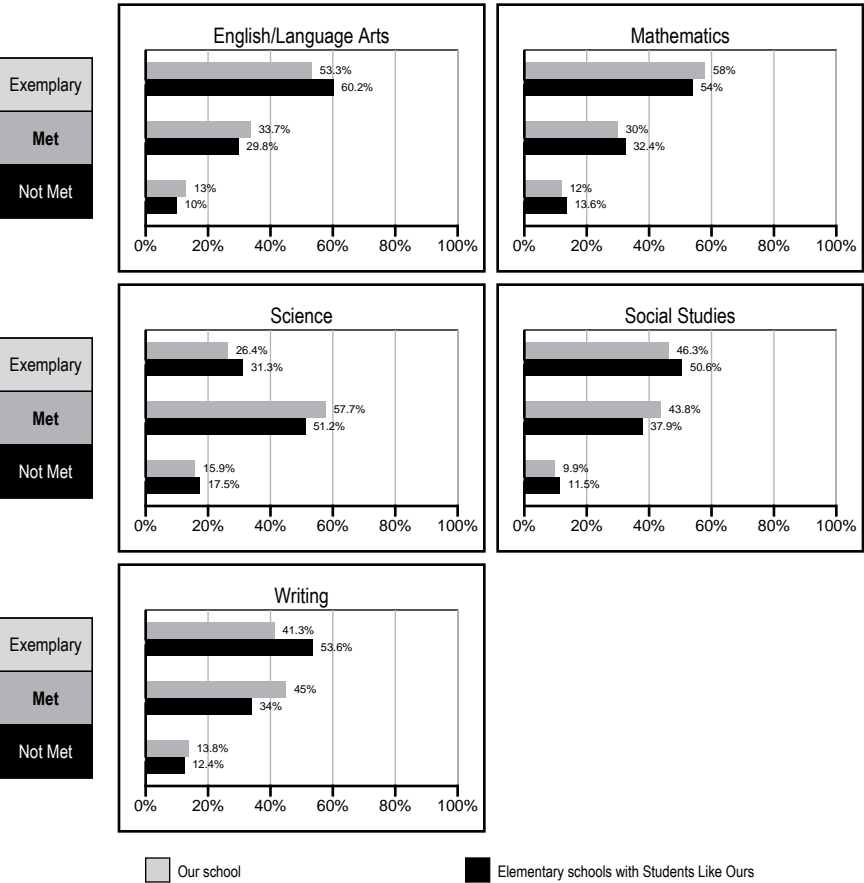
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
23	1	0	0	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=628)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.3%	0.8%	1.1%
Attendance rate	97.0%	Up from 96.3%	96.7%	96.2%
Served by gifted and talented program	24.4%	Up from 18.8%	29.6%	13.4%
With disabilities other than speech	1.9%	Down from 3.8%	3.0%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	52.4%	Down from 53.3%	63.3%	62.5%
Continuing contract teachers	83.3%	Down from 84.4%	92.1%	88.2%
Teachers returning from previous year	87.2%	Down from 88.7%	91.1%	87.8%
Teacher attendance rate	97.3%	Up from 95.8%	95.4%	95.2%
Average teacher salary*	\$50,710	Up 0.4%	\$48,151	\$46,773
Professional development days/teacher	6.2 days	Down from 9.2 days	8.8 days	10.5 days
<b>School</b>				
Principal's years at school	3.5	Up from 2.5	3.8	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.5 to 1	21.5 to 1	19.9 to 1
Prime instructional time	94.4%	Up from 91.7%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,801	Down 2.3%	\$6,493	\$7,447
Percent of expenditures for instruction**	72.9%	Up from 69.1%	69.9%	68.4%
Percent of expenditures for teacher salaries**	70.7%	Up from 65.5%	68.7%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Bethel-Hanberry Elementary has focused on connecting with our history this past school year as we have recognized that our rich history presents an invaluable learning opportunity for our students. Led by our guidance counselor, Gail Bienstock and our School Improvement Council, students have interviewed previous educators and students who attended our school. It has been enlightening for our students as they have learned that the resources and ways of teaching may have changed, but the culture of support remains the same for our learning community. We are truly blessed to have a long-standing partnership with our community that we know will carry us for years to come. Our SIC, PTO and Educational Foundation are vital in the implementation of our vision and their support is appreciated.

Once again, we have achieved AYP status and have been named a Palmetto Gold and Silver school for the 2009-10 year. For the second straight year, we have had a District Honor Roll teacher as Leigh Armstrong (5th grade) joins Lara Popovich (2nd grade) with this distinction. Bethel-Hanberry has also been awarded as a School of Emerging Character by the South Carolina State Department of Education. Our continual focus on Positive Behavior Interventions and Support (PBIS) has helped us develop our students academically and socially as we were selected a Banner School for a 2nd consecutive year.

Our teachers and support staff are constantly looking for ways to improve our teaching and learning. They take ownership in the development of our school and have provided a dedicated work ethic. Our fifth grade teachers decided to highlight the talents of their team by creating a departmentalized academic schedule that challenged our 5th grade students and prepared them for their middle school transition. The feedback of our students has been instrumental in making sure we have engaged them in the learning process.

Our vision still holds true – we are preparing our students to be 21st Century learners and thinkers. We want our children to not only see the future, but have a hands-on approach to developing their future.

Jeff Williams – Principal  
Jennifer Roof – SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	31	112	70
Percent satisfied with learning environment	96.8%	82.1%	90.0%
Percent satisfied with social and physical environment	93.5%	84.7%	91.3%
Percent satisfied with school-home relations	96.8%	87.4%	88.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	314	100	13	33.7	53.3	94.7	83.8	82.4	Yes	Yes
<b>Gender</b>										
Male	161	100	17.9	33.3	48.7	92.9	79.2	78.7	N/A	N/A
Female	153	100	7.6	34	58.3	96.5	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	181	100	6.9	30.5	62.6	97.1	93.4	88.9	Yes	Yes
African American	108	100	22.1	39.4	38.5	92.3	79.1	72.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	15	100	30.8	38.5	30.8	76.9	78.8	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	46.7	20	33.3	80	47.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	81.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	93	100	21.3	41.6	37.1	87.6	75.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	314	100	12	30	58	91.7	81.7	81.9	Yes	Yes
<b>Gender</b>										
Male	161	100	14.7	31.4	53.8	89.1	79.1	79.9	N/A	N/A
Female	153	100	9	28.5	62.5	94.4	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	181	100	5.7	27	67.2	95.4	93.5	88.9	Yes	Yes
African American	108	100	21.2	40.4	38.5	87.5	75.7	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.3	94.6	I/S	I/S
Hispanic	15	100	30.8	7.7	61.5	69.2	78	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	40	46.7	13.3	66.7	45.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	93	100	23.6	36	40.4	85.4	72.7	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	210	100	15.9	57.7	26.4	84.1	71	68.6
Gender								
Male	96	100	14	59.1	26.9	86	69.9	68.3
Female	114	100	17.6	56.5	25.9	82.4	72.2	68.9
Racial/Ethnic Group								
White	117	100	7.1	58	34.8	92.9	90	80.7
African American	76	100	27	59.5	13.5	73	61.9	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.2	85.3
Hispanic	13	100	33.3	41.7	25	66.7	65	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.2	60.7
Socio-Economic Status								
Subsidized meals	70	100	23.5	58.8	17.6	76.5	57.5	57.3

Social Studies

All Students	212	100	9.9	43.8	46.3	90.1	76.5	72.5
Gender								
Male	113	100	11	38.5	50.5	89	74.4	72
Female	99	100	8.5	50	41.5	91.5	78.6	73.1
Racial/Ethnic Group								
White	129	100	6.4	40	53.6	93.6	89.3	81
African American	69	100	16.7	54.5	28.8	83.3	69.9	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	42.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	76	69.7
Socio-Economic Status								
Subsidized meals	59	100	17.9	55.4	26.8	82.1	65.7	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	114	100	13.8	45	41.3	86.2	75.5	73.2	97	97.2
Gender										
Male	56	100	16.7	53.7	29.6	83.3	68.9	67.2	97.1	97.2
Female	58	100	10.9	36.4	52.7	89.1	82.2	79.4	96.9	97.3
Racial/Ethnic Group										
White	63	100	6.7	53.3	40	93.3	88.7	81.5	96.7	97
African American	43	100	21.4	38.1	40.5	78.6	69.1	61.3	97.3	97.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.8	87	97.6	97.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.2	66.7	97.5	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	96.5	96.8
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	27	26	96.2	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.5	65.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	34	100	22.6	48.4	29	77.4	64.6	63.2	96.6	96.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	122	100	10.3	27.4	62.4	89.7
	4	143	100	21.5	28.9	49.6	78.5
	5	123	100	13	36.5	50.4	87
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	93	100	14.9	13.8	71.3	85.1
	4	108	100	12.5	46.2	41.3	87.5
	5	113	100	11.9	37.6	50.5	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	122	100	28.2	26.5	45.3	71.8
	4	143	100	6.7	40.7	52.6	93.3
	5	123	100	10.4	33	56.5	89.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	93	100	19.5	19.5	60.9	80.5
	4	108	100	7.7	34.6	57.7	92.3
	5	113	100	10.1	33.9	56	89.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	61	100	32.8	41.4	25.9	67.2
	4	143	100	16.3	56.3	27.4	83.7
	5	63	98.4	10.5	45.6	43.9	89.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	47	100	25	38.6	36.4	75
	4	108	100	10.6	69.2	20.2	89.4
	5	55	100	18.9	50.9	30.2	81.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	61	100	10.2	49.2	40.7	89.8
	4	143	99.3	17.8	51.1	31.1	82.2
	5	60	100	13.8	39.7	46.6	86.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	46	100	11.6	18.6	69.8	88.4
	4	108	100	11.5	61.5	26.9	88.5
	5	58	100	5.4	30.4	64.3	94.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	121	99.2	16.4	38.8	44.8	83.6
	4	144	99.3	13.3	51.9	34.8	86.7
	5	125	100	17.9	32.5	49.6	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	114	100	13.8	45	41.3	86.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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